



**Upper Key Stage 2**

Question	What if our exploration were limited?	
Bible Verse	Psalm 119 v 105 – ‘Thy word is a lamp to my feet and a light to my path.’	
Values	Hope Courage Individuality Happiness	
Outcome	Production	
Visits and Visitors	Immersive VR experience Y6 Hagg Farm residential	
English (core texts and genres)	The Explorer – Newspaper The Arrival – Description Oh Maya Gods! - Narrative	
Maths	<u>Year 5</u> Measures Geometry – Properties of Shape Geometry – Position and Direction Statistics	<u>Year 6</u> Ratio and Proportion Revision
Science	<b>Light and Sound</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out light to reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul>	
RE	<b>Summer 1:</b> <b><u>Spirited Arts – Faith in humanity: “No to racism, yes to respect”</u></b> <ul style="list-style-type: none"> <li>Engage critically with big ideas.</li> <li>Listen with compassion to the thoughts and ideas of others.</li> <li>Articulate own thoughts and feelings with increasing clarity.</li> </ul> <b>Summer 2:</b> <b><u>What contributions do religions make to local life in Nottingham City and Nottinghamshire?</u></b> <ul style="list-style-type: none"> <li>Agreed Syllabus unit</li> </ul>	
History	<ul style="list-style-type: none"> <li>Compare and contrast the non-European Mayan society to British History</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>Know the countries and cities in North America</li> <li>Describe the geographic similarities and differences between the UK and a region in North America</li> <li>Know that countries in North America have environmental regions and physical and human characteristics</li> <li>Know the countries and cities in South America</li> <li>Describe the geographic similarities and differences between regions in South America</li> </ul>	



Termly overview – Explore (Summer Cycle B)

	<ul style="list-style-type: none"> <li>• Know that countries in South America have environmental regions and physical and human characteristics</li> <li>• Identify the position and significance of longitude and latitude, the Greenwich Meridian, Equator, Northern and Southern hemispheres, Arctic and Antarctic circles and the tropics</li> <li>• Describe and understand key aspects of economic activity and trade links in relation to human geography</li> <li>• Know that physical geography includes climate zones, biomes and vegetation belt</li> </ul>
Music	N/A
Art	N/A
D&T	N/A
PE	<p><b>Summer 1:</b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a competent running style.</li> <li>• Exchange/receive the baton with good control and co-ordination in relay activities.</li> <li>• Perform and mark a standing long jump and a standing triple jump and progress performance.</li> <li>• Perform, mark and analyse a range of throwing techniques, including the javelin and the chest push.</li> <li>• Run and jump over large hurdles using good technique.</li> <li>• Work well as part of a relay team with good communication and timing.</li> <li>• Understand how to improve performance using good technique and can identify technical flaws.</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>• Intercept a moving ball in different directions, adjusting the body using controlled footwork.</li> <li>• Select appropriate catching techniques and barriers including the short and long barriers.</li> <li>• Strike a ball accurately using a variety of different techniques including the 'straight drive'.</li> <li>• Catch competently using one hand.</li> <li>• Throw competently, with accuracy, over short, medium and long distances selecting appropriate throwing techniques.</li> <li>• Demonstrate understanding of tactics and strategies.</li> <li>• Demonstrate good shot selection based upon formation of the field.</li> </ul> <p><b>Summer 2:</b> <b><u>Outdoor and Adventurous Activities (Year 6 only – at Hagg Farm)</u></b></p> <ul style="list-style-type: none"> <li>• Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> <li>• Know that critical thinking is beneficial when approaching a task</li> <li>• Navigate around a course using a map.</li> <li>• Develop strategies to solving challenges and ways to alter methods in order to improve.</li> <li>• Know that critical thinking allows you to form good ideas.</li> <li>• Know that group thinking and reflection are a best method to solve problems and overcome challenges.</li> </ul>



	<ul style="list-style-type: none"><li>• Know that there are a variety of strategies to orientate and use a map efficiently to navigate around a course.</li></ul> <p>PE lessons during this half term will consolidate all objectives covered throughout the rest of the academic year.</p>
Computing	<p><b><u>Purple Mash</u></b></p> <p><b>6:5 – Text Adventures</b></p> <ul style="list-style-type: none"><li>• To find out what a text adventure is.</li><li>• To use 2Connect to plan a story adventure.</li><li>• To make a story-based adventure using 2Create a Story.</li><li>• To read and understand given code for a text adventure game.</li><li>• To debug and improve a text adventure game.</li></ul> <p><b>6:6 – Networks</b></p> <ul style="list-style-type: none"><li>• To learn about what the Internet consists of.</li><li>• To find out what a LAN and a WAN are.</li><li>• To find out how the Internet is accessed in school.</li><li>• To research and find out about the age of the Internet.</li><li>• To think about what the future might hold.</li></ul> <p><b>6:7 – Quizzing</b></p> <ul style="list-style-type: none"><li>• To create a picture-based quiz for young children.</li><li>• To learn how to use the question types within 2Quiz.</li><li>• To explore the grammar quizzes.</li><li>• To make a quiz that requires the player to search a database.</li><li>• To make a quiz to test your teachers or parents.</li></ul>
PSHE	<p><b><u>Heart Smart:</u></b></p> <p><b>Summer 1: Fake is a Mistake!</b></p> <ul style="list-style-type: none"><li>• Fake is a Mistake</li><li>• This is Me</li><li>• HeartSmart Self Talk</li><li>• Boundaries for Respect</li><li>• Vaccines-Facts v Fake News</li><li>• Fix it, Find it, Fit in</li><li>• Reflection</li></ul> <p><b>Summer 2: ‘No Way Through Isn’t You’</b></p> <ul style="list-style-type: none"><li>• No way through isn’t you</li><li>• The Bridge to Yet</li><li>• Self-Awareness</li><li>• Hearts filled with Hope</li><li>• Where the Magic Happens</li><li>• Under construction, the teenage brain</li><li>• Reflection</li></ul>



MFL

**Salut**

**Summer 1: Main Unit T: The Future**

- Recognise that adjectives change depending on the gender and number of the noun.
- Recognise a comparative sentence from its structure when prompted.
- Write and perform a role-play with help, incorporating basic future tense sentences.
- Question why certain words might have been used in the unit's story.

**Summer 2: Main Unit U: Jobs**

- Recognise and begin using some job titles and their correct article in speech.
- Identify some sentences that use the future tense with some help.
- Write a short passage using sentences from the 'Question and Answer' screens.
- Change regular nouns into their plural forms with some help.